

# DRAWING THE LINE

## ON SEXUAL VIOLENCE

A Guide for Ontario Educators  
Grades 9-12



OSSTF/FEESO



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## ***Drawing the Line on Sexual Violence: A Guide for Ontario Educators***

Published by White Ribbon

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To order or download copies of the *Draw the Line* cards, posters, or educators' guide, go to [www.dtl.whiteribbon.ca](http://www.dtl.whiteribbon.ca)

*The Draw the Line - It Starts with You: Sexual Violence Prevention in Ontario's Education Sector initiative is funded by the Government of Ontario.*

*The views expressed in the publications are the view of White Ribbon and do not necessarily reflect those of the Government of Ontario.*

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ISBN: 978-1-7751195-1-7

*Le matériel de cette campagne est aussi disponible en français.*



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### 4.3 Curriculum Connections

The following chart is intended to help educators integrate activities related to the prevention of gender-based violence into their everyday teaching. Activities focus on, among other topics, sexual violence, sexual harassment in the workplace, sexism and gender norms, and healthy/unhealthy relationships. Although the chart is organized by discipline and course, we encourage teachers to adopt a cross-curricular approach when addressing these topics in their classroom, combining expectations from other courses or subjects where appropriate.

**DRAWING THE  
LINE IN THE  
CLASSROOM**

The chart highlights a variety of ways in which the *Draw the Line* (and, in French as a Second Language courses, the *Traçons les limites*) scenario cards can be integrated into classroom activities. We encourage educators to adapt and modify these activities, taking into account their students' background and experiences, as well as their interests, aptitudes, and learning needs. The full Ontario secondary curriculum can be accessed by subject and grade at, <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>.

***The lesson plans are based on the following curriculums:***

- The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (revised)
- The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (revised)
- The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2013, (revised)
- The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2015, (revised)
- The Ontario Curriculum, Grades 9 and 10: English, 2007 (revised)
- The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised)
- The Ontario Curriculum, Grades 9 to 12: French As a Second Language – Core, Extended, and Immersion French, 2014 (revised)
- The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 2006 (revised)
- The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education, 2006 (revised)
- The Ontario Curriculum, Grades 9-12: Health and Physical Education, 2015 (revised)
- The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (revised)
- The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (revised)
- The Ontario Curriculum, Grades 9 to 12: Social Sciences and Humanities (revised, 2013)

## The Arts, Grades 9 and 10

### Drama, ADA2O (Grade 10)

#### Curriculum expectations

**A1.1** – Develop interpretations of issues from contemporary or historical sources... as the basis for drama

**A1.3** – Use role play and characterization to explore personal and social issues

**B2.2** – Explain how dramatic exploration helps develop awareness of different roles and identities people have in society

**B2.4** – Identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions

#### Possible activities

Create a dramatic piece depicting how gender norms and dynamics can contribute to sexual violence.

Engage in role play or create a dramatic piece about bystander responses to sexual violence scenarios outlined in various *Draw the Line* cards.

*See also Lesson Plan E.*

### Media Arts, ASM2O (Grade 10)

#### Curriculum expectations

**B1.1** – Identify and describe their initial responses to media art works...

**B1.3** – Use the critical analysis process to assess the effectiveness of media art works in communicating a message or expressing an emotion, and describe how their assessment of the works has evolved throughout the critical analysis process

**B2.3** – Identify and describe ways in which media art works can influence community or societal values

#### Possible activities

In a blog, critically analyse representations of gender norms and stereotypes in art and popular culture.

Create a public service announcement or short film focusing on the positive impact of bystander intervention to prevent sexual violence.

*See also Lesson Plan E.*

## The Arts, Grades 11 and 12

### Drama, ADA3M (Grade 11)

#### Curriculum expectations

**A1.** - Use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works

**B1.2** - Analyse drama works to determine how they communicate ideas about issues, culture, and society

**B2.2** - Identify ways in which drama can influence personal growth, relationships with others, and aesthetic judgement

**B2.3** - Identify ways in which drama can influence the broader community

#### Possible activities

Analyse the representation of sexual violence and harassment in dramatic works.

Engage in role play or create a dramatic piece about bystander responses to sexual violence scenarios outlined in various *Draw the Line* cards.

### Drama, ADA3O (Grade 11)

#### Curriculum expectations

**A1.3** - Use role play to explore the possibilities of different scenarios, situations, and characters

**B2.2** - Identify ways in which drama can promote self- and social awareness

**B2.3** - Identify ways in which drama works can promote social improvement and good citizenship

#### Possible activities

Create a dramatic piece depicting how gender norms and dynamics can contribute to sexual violence.

Engage in role play or create a dramatic piece about bystander responses to sexual violence scenarios outlined in various *Draw the Line* cards.

Analyse how selected dramatic works treat the issue of sexual violence.

## Drama, ASM3M (Grade 11)

### Curriculum expectations

- A1.** – Apply the creative process to create media art works, individually and/or collaboratively
- B1.1** – Analyse, through examination and reflection, their initial response to media art works, using various strategies and modes of communication
- B2.3** – Analyse the ability of historical or contemporary media art works to influence community or societal values
- B2.4** – Analyse, on the basis of reflection, and document how creating and presenting media art works has affected their personal values and their understanding of their culture and community
- B2.5** – Analyse how the process of critically analysing media art works has affected their perception and understanding of different communities, cultures, ideologies, and/or social groups

### Possible activities

- In a journal, critically analyse representations of gender norms and stereotypes in media and popular culture.
- In small groups, critically analyse media art works created by activists to raise awareness of or prevent sexual violence.
- Create a public service announcement or short film focusing on the positive impact of bystander intervention to prevent sexual violence.

## Media Arts, ASM4M (Grade 12)

### Curriculum expectations

- B2.3** – Analyse, on the basis of investigation, how media art works can serve as a catalyst for changing community or societal values
- B2.4** – Assess, on the basis of reflection, and communicate... the impact that creating and presenting media art works has had on the evolution of their personal values and their understanding of their culture and community

### Possible activities

- In a journal, critically analyse representations of gender norms and stereotypes in art and popular culture.
- With peers, critically analyse media art works created by activists to raise awareness of or prevent sexual violence.



## Media Arts, ASM4M (Grade 12) [cont'd]

**B2.5** – Analyse how the process of critically analysing media art works has affected their perception and understanding of different communities, cultures, ideologies, and/or social groups, and assess the impact of these perceptions and understandings on their own media art work

## Canadian and World Studies, Grades 9 and 10

### History

#### Canadian History since World War I, CHC2D (Grade 10)

##### Curriculum expectations

**E1.1** – Describe various social and cultural trends and developments in Canada since 1982... and assess their significance for people in Canada

**E2.3** – Identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Inuit, and Métis peoples since 1982..., and analyse them from various perspectives

**E3.1** – Describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982

##### Possible activities

Analyse the impact of the feminist movement in Canada since 1982.

Investigate the evolution of laws and trends about sexual violence in Canada since 1982.

Investigate the issue of sexual violence against Indigenous women and girls in Canada since 1982, including the connection between colonialism and violence against Indigenous women and girls.\*

\*Educators may wish to incorporate the Nishnawbe Aski Nation cards, which are available at [www.draw-the-line.ca](http://www.draw-the-line.ca)

## Canadian History since World War I, CHC2P (Grade 10)

### Curriculum expectations

**E1.1** – Describe some key social trends and/or developments in Canada since 1982..., and assess their significance for the lives of different people in Canada

**E2.2** – Describe some significant issues and/or developments that have affected relations between governments and First Nations, Inuit, and Métis peoples in Canada since 1982..., and explain some changes that have resulted from them

### Possible activities

Investigate rates of sexual violence in Canada since 1982.

Investigate the issue of sexual violence against Indigenous women and girls in Canada since 1982.\*

## Civics (Politics)

### Civics and Citizenship, CHV2O (Grade 10)

### Curriculum expectations

**B1.1** – Describe some civic issues of local, national, and/or global significance..., and compare the perspectives of different groups on selected issues

**B1.3** – Explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action

**B1.4** – Communicate their own position on some issues of civic importance at the local, national, and/or global level..., explaining how their position is influenced by their belief/values

**B3.5** – Identify examples of human rights violations around the world..., and assess the effectiveness of responses to such violations

### Possible activities

Explore sexual violence as a human rights violation.

Create a charter of rights and responsibilities with respect to the issue of gender-based violence.

Compare organizations and strategies whose goal is to end violence against women in Canada, including the *Draw the Line* campaign.

Investigate sexual violence against Indigenous women and girls.\*

*See also Lesson Plan F.*

\*Educators may wish to incorporate the Nishnawbe Aski Nation cards, which are available at [www.draw-the-line.ca](http://www.draw-the-line.ca)

# Canadian and World Studies, Grades 11 and 12

## History

### Canada: History, Identity, and Culture, CHI4U (Grade 12)

#### Curriculum expectations

**E1.1** – Analyse key social/cultural trends and developments in Canada during this period, including changes in social attitudes/values ..., and assess their significance for the development of Canada, including the development of identity in Canada

**E2.1** – Explain the context for the development of various reform movements in Canada during this period..., and evaluate the success of some of these movements

**E3.2** – Analyse how the lives, roles, and rights of Canadian women changed during this period

#### Possible activities

Write an essay about the impact of the feminist movement on the issue of sexual violence in Canada.

Investigate the evolution of laws and trends about sexual violence in Canada since 1945.

Investigate how attitudes towards sexual violence have changed in Canada over the past several decades.

## Law

### Understanding Canadian Law in Everyday Life, CLU3E (Grade 11)

#### Curriculum expectations

**C1.1** – Identify some of the rights and freedoms protected by the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code and their corresponding responsibilities or obligations

#### Possible activities

Working in groups, identify some laws that protect Canadians from sexual violence and harassment.

## Understanding Canadian Law..., CLU3E (Grade 11) [cont'd]

**C1.2** - Identify barriers to the equal enjoyment of human rights in Canada... and the human rights issues raised by various historical and contemporary instances where the rights of different groups were violated

**C2.3** - Describe how some human rights codes and related legislation have been influenced or might be influenced in future by factors such as evolving social attitudes and values, changing technology, and changing demographics

**E1.2** - Describe various serious offences defined under the Criminal Code of Canada ..., other federal statutes..., and provincial laws

**E2.6** - Analyse how media coverage and portrayals of crime and of legal processes and procedures... influence public perceptions of, assumptions about, and responses to crime/criminals and/or the criminal justice system

Create a classroom presentation on factors that prevent certain groups from enjoying the full protection of the law in cases of sexual violence and harassment.

Investigate how media coverage can influence public perceptions of cases of sexual violence.\*

## Politics

### Politics in Action: Making Change, CPC3O (Grade 11)

#### Curriculum expectations

**B1.1** - Identify some agents of political socialization..., and analyse how these agents affect their own personal political beliefs and engagement and the beliefs and engagement of others

**B1.3** - Describe some challenges or barriers to political engagement

#### Possible activities

Investigate the causes and impact of gender-based violence in Canada.

Discuss the effectiveness of strategies to promote equality and to end gender-based violence in Canada.

\* Educators may wish to consult **Appendix E** in this guide, "Dispelling the Myths about Sexual Assault."

## Politics in Action..., CPC3O (Grade 11) [cont'd]

**B1.4** - Describe personal attributes, attitudes, and skills that enhance an individual's ability to be a responsible citizen and contribute to the common good

**B1.5** - Explain, with reference to the perspectives of bystanders and upstanders, why people choose to take action on, or not get involved in, political issues..., and analyse possible consequences of both stands

**B2.1** - Explain the political importance of some current local, national, and/or global issues

**B3.1** - Analyse the causes of some issues of political importance and how an understanding of these causes can affect the action taken to address the issues

**B3.2** - Analyse the impact of some issues of political importance, with a particular emphasis on issues related to equity, human rights, and/or the environment

**B3.3** - Identify actions that have been taken to address some issues of political importance, and assess the effectiveness of these actions in achieving the intended objective

**C1.3** - Describe the main goals and strategies of some individuals and groups/movements that have brought about and/or are attempting to bring about greater socio-political equality, and assess their effectiveness

**C3.3** - Analyse a current political issue to identify factors that could facilitate or obstruct efforts to reach a solution

**D1.** - Identify and analyse a political issue, with the goal of developing a personal plan of action to address this issue

Create a classroom presentation on the importance of bystander action and its relationship to responsible citizenship.

Develop an action plan related to some aspect of sexual violence prevention.

## English: Grades 9 and 10; Grades 11 and 12

### Curriculum expectations

#### *Oral Communication*

1. Listening to Understand
2. Speaking to Communicate

#### *Reading and Literature Studies*

1. Reading for Meaning
2. Understanding Form and Style

#### *Writing*

1. Developing and Organizing Content
2. Using Knowledge of Form and Style

#### *Media Studies*

3. Creating Media Texts

### Possible activities

Engage in role play or create an oral presentation about bystanders' possible responses to *Draw the Line* scenarios.

Write an essay, editorial, or opinion piece about the importance of bystander intervention in situations described in *Draw the Line* scenarios.

Create a school-wide awareness campaign about sexual violence prevention.

*See also Lesson Plans A and G.*

## French as a Second Language: Core, Extended, and Immersion, Grades 9-12\*

### Curriculum expectations

#### *A. Listening*

- A1. - Listening to Understand
- A2. - Listening to Interact

#### *B. Speaking*

- B1. Speaking to Communicate
- B2. Speaking to Interact

### Possible activities

Engage in role play or create an oral presentation about bystanders' possible responses to *Traçons les limites* scenarios.

\*For FSL courses, educators can use the French-language *Traçons les limites* scenarios, which are available at [www.whiteribbon.ca/tll](http://www.whiteribbon.ca/tll).

## French as a Second Language *[cont'd]*

### *C. Reading*

C1. Reading Comprehension

C2. Purpose, Form, and Style

### *D. Writing*

D1. - Purpose, Audience, and Form

D2. - The Writing Process

Write an essay, editorial, or opinion piece about the importance of bystander intervention in situations described in *Traçons les limites* scenarios.

Create a French-language school-wide awareness campaign about sexual violence prevention.

## Guidance and Career Education: Grades 9 and 10; Grades 11 and 12

### Career Studies, GLC2O (Grade 10)

#### **Curriculum expectations**

##### *Exploration of Opportunities*

Explain the importance of safety in the workplace and related employee and employer rights and responsibilities

Identify economic and societal trends... and explain how they influence available job opportunities and work environments

#### **Possible activities**

In groups, discuss how sexism affects everyday behaviour.

Analyse the links between gender norms and discrimination in the workplace.

Discuss the roles and responsibilities of employers and employees with respect to sexual harassment.

*See also Lesson Plan H.*

## Discovering the Workplace, GLD2O (Grade 10)

### Curriculum expectations

#### *Essential Skills for Working and Learning*

Describe a process for problem solving and use it effectively in challenging situations... in school or in the community

#### *Exploration of Opportunities*

Identify the attitudes, behaviours, work habits, and skills, including the workplace essential skills, required to obtain and keep a job

Identify various workplace issues... and explain how policies and procedures dealing with these issues contribute to a positive and productive work environment

Explain workers' rights... and responsibilities..., and identify federal and provincial legislation in which they are described

### Possible activities

Conduct research into the causes of sexual harassment in the workplace, its impact, and strategies to eliminate it.

Create a presentation for the class on the role of employees and management in the creation and maintenance of a positive workplace that is free from harassment.

Create a general policy for eliminating sexual harassment in the workplace.

*See also Lesson Plan H.*

## Designing Your Future, GWL3O (Grade 11)

### Curriculum expectations

#### *Interpersonal Knowledge and Skills*

Demonstrate respectful and responsible behaviours... in groups at school and in community-based learning activities

Explain how conflict-resolution strategies... can be used to reach mutually agreeable solutions in work-related situations

### Possible activities

Engage in role play about the importance of not ignoring inappropriate remarks, jokes, or gestures.

Analyse the rights of workers and policies designed to protect workers from sexual harassment.



## Designing Your Future, GWL30 (Grade 11) [cont'd]

Describe the skills necessary to act as an advocate for themselves or others in various situations involving prejudice, bullying, or discrimination

### *Exploration of Opportunities*

Identify examples of ethical behaviour within the workplace

### *Exploration of Opportunities*

Describe key features of legislation governing human rights, antidiscrimination, employment, and workplace health and safety... and relate these to their observations of how the rights and responsibilities of employees and employers are addressed in their workplace experiences

## Leadership and Peer Support, GPP30 (Grade 11)

### **Curriculum expectations**

#### *Interpersonal Knowledge and Skills*

describe a conflict-resolution model and demonstrate its use in a variety of situations to reduce conflict and reach mutually agreeable solutions

Identify sources of pressure on adolescents..., and appropriate strategies to deal with these pressures.

Demonstrate an understanding of how to respond appropriately... to peers' disclosures of serious personal matters

Describe theories of group dynamics... and produce an analysis of the dynamics of groups in which they participate

### **Possible activities**

In small groups, discuss possible responses from management and coworkers to a disclosure of sexual harassment in the workplace.

Engage in role play about possible ways to respond when a colleague or a subordinate tells a sexist or homophobic joke.

Create a policy or code of conduct for addressing sexual harassment in the workplace.

## Leadership and Peer Support, GPP3O (Grade 11) [cont'd]

Explain how cultural diversity within groups may affect communication, interpersonal relations, and leadership styles, both positively and negatively

Explain how power can be used positively... or misused... in work, family, and peer contexts, and identify strategies to deal with situations where power is misused describe their rights... and responsibilities... in various leadership and peer support roles

## Navigating the Workplace, GLN4O (Grade 12)

### Curriculum expectations

#### *Essential Skills for Working and Learning*

Demonstrate effective use of a problem-solving process to deal with issues in school and in the workplace

#### *Personal Management*

Describe self-management skills... and use them to deal effectively with challenging situations in the school, community, or workplace

Describe and use strategies for managing conflict... and explain the issues and difficulties that may be encountered when resolving conflict

#### *Exploration of Opportunities*

Identify workplace issues... and explain how policies and procedures dealing with them contribute to a positive and productive work environment

Explain workers' rights... and responsibilities..., and identify federal and provincial legislation in which they are described

### Possible activities

Engage in role play about possible ways to respond when a colleague or a subordinate tells a sexist or homophobic joke.

Create a policy or code of conduct for addressing sexual harassment in the workplace.

## Health and Physical Education, Grades 9-12\*

### Healthy Active Living Education, PPL1O (Grade 9)

#### Curriculum expectations

**C1.2** - Demonstrate an understanding of the benefits and risks of using electronic communication technologies..., and describe strategies that they can apply to ensure their safety while using these technologies

**C2.2** - Demonstrate an understanding of the skills and strategies needed to build healthy social relationships... and intimate relationships

**C2.3** - Apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality

**C3.3** - Describe skills and strategies... that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment

#### Possible activities

Discuss the concepts of digital citizenship and consent with respect to the use of technology.

Engage in role play about or discuss the roles bystanders can play to respond to sexual violence and harassment.

Engage in role play about how friends can help and support someone who is in an unhealthy relationship.

*See also Lesson Plan B.*

### Healthy Active Living Education, PPL2O (Grade 10)

#### Curriculum expectations

**C1.2** - Demonstrate an understanding of the impact of substance use and addictive behaviours on all aspects... of a person's health and well-being

#### Possible activities

Discuss the concept of consent in relation to alcohol or drug use (including the inability to consent when under the influence) and the role of substance use in cases of sexual violence.

\*As discussed above, the *Draw the Line* scenarios draw on content in the Health and Physical Education curriculum. As such, overall expectations from this document are included in most of the lesson plans.

## Healthy Active Living Education, PPL2O (Grade 10) [cont'd]

**C2.3** – Demonstrate the ability to analyse situations involving conflict within oneself... or conflict with others... and apply appropriate conflict resolution strategies

**C2.4** – Demonstrate the ability... to apply adaptive, coping, and management skills... to respond to challenging situations involving substance use, addictions, and related behaviours

Engage in role play about the idea of being a stand-up friend (e.g., helping friends make good decisions, responding to or helping to prevent sexual violence, and supporting survivors).

## Healthy Active Living Education, PPL3O (Grade 11)

### Curriculum expectations

**C1.2** – Identify behaviours and actions that can lead to adolescent injuries or death, and explain the factors that can influence adolescents to engage in or refrain from potentially harmful or dangerous behaviour

**C2.1** – Describe behaviours and strategies... that can be applied to make safer choices in a variety of situations and settings... and reduce the risk of personal injury or death

**C3.4** – Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations

**C3.5** – Describe factors that contribute to the stigmatization of mental illness..., and identify strategies that could be used to reduce stigma in their local community and related behaviours

### Possible activities

Discuss the role that peer pressure or intoxication plays in instances of sexual violence.

Engage in role play about or discuss the importance of believing and supporting survivors to provide help and to assist in their recovery.

Create an awareness campaign or public service announcement to challenge the stigma around sexual violence and to promote ways to support survivors.

## Healthy Active Living Education, PPL4O (Grade 12)

### Curriculum expectations

**C1.1** – Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse... in different relationships and settings... as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations

**C1.2** – Describe both the short-term and long-term consequences of substance misuse, including legal consequences

**C1.3** – Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves

**C2.2** – describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support... can be used to reduce their vulnerability to harassment, violence, or abuse

**C3.2** – Analyse the occurrence of harassment, violence, and abuse in relationships... in their community and around the world, and describe the resources and supports that are available and actions that can be taken to deal with these problems

**C3.4** – Analyse the portrayal of different relationships in the media... with respect to bias and stereotyping, and describe how individuals can take action to encourage more realistic and inclusive messaging

### Possible activities

Create a school-wide public education campaign focusing on the role of bystanders in sexual violence prevention, using the *Draw the Line* campaign as a foundation.

Engage in role play showcasing possible bystander interventions in unhealthy relationships.

Create a school-wide awareness campaign to reduce the stigma around sexual violence and to provide survivors and bystanders with information about the resources they can access for help.

## Mathematics: Grades 9 and 10; Grades 11 and 12\*

### Principles of Mathematics, MPM1D (Grade 9)

#### Curriculum expectations

##### *Number Sense and Algebra*

Solve problems requiring the manipulation of expressions arising from applications of percent, ratio, rate, and proportion

#### Possible activities

Use statistics to investigate sexual violence in Canada or Ontario.

### Foundations of Mathematics, MFM1P (Grade 9)

#### Curriculum expectations

##### *Number Sense and Algebra*

Represent, using equivalent ratios and proportions, directly proportional relationships arising from realistic situations

Solve problems involving ratios, rates, and directly proportional relationships in various contexts... using a variety of methods

#### Possible activities

Use statistics to investigate gender-based violence in Canada or Ontario.

*See also Lesson Plan C.*

\*"Although mathematics may not, at first, seem to be a subject where connection can be made to the issue of sexual violence, the curriculum encourages teachers to connect mathematical ideas to real-world situations, noting that such connections "can enhance students' appreciation of the role of mathematics in human affairs, in areas including health, science, and the environment. Students can be made aware of the use of mathematics in contexts such as sampling and surveying and the use of statistics to analyse trends. Recognizing the importance of mathematics in such areas helps motivate students to learn and also provides a foundation for informed, responsible citizenship" (*The Ontario Curriculum, Grades 9 and 10, Mathematics (Revised)* (Toronto: Ontario Ministry of Education, 2005), p. 3)

## Foundations for College Mathematics, MBF3C (Grade 11)

### Curriculum expectations

**D1.** - Solve problems involving one-variable data by collecting, organizing, analysing, and evaluating data

**D2.** - Determine and represent probability, and identify and interpret its applications

### Possible activities

Use statistics to investigate gender-based violence in Canada or Ontario.

*See also Lesson Plan K.*

## Mathematics of Data Management, MDM4U (Grade 12)

### Curriculum expectations

**C1.** - Demonstrate an understanding of the role of data in statistical studies and the variability inherent in data, and distinguish different types of data

**C2.** - Describe the characteristics of a good sample, some sampling techniques, and principles of primary data collection, and collect and organize data to solve a problem

### Possible activities

Use statistics to investigate gender-based violence in Canada or Ontario.

Analyse the challenges of collecting sexual violence data and statistics in Canada.

*See also Lesson Plan K.*

## Social Sciences and Humanities, Grades 9-12

### Equity Studies

#### Gender Studies, HSG3M (Grade 11)

##### Curriculum expectations

Most of the expectations in this course can be used as the basis for activities on issues related to gender-based and sexual violence. Of particular relevance is subsection C3: *Gender-Based Violence and Its Prevention*.

##### Possible activities

Analyse how sexism affects everyday behaviour.

Create a webpage highlighting the links between gender norms and discrimination.

Discuss the *Draw the Line* campaign, with the goal of creating new scenario posters about sexual violence prevention.

*See also Lesson Plan I.*

#### Equity, Diversity, and Social Justice, HSE3E (Grade 11)

##### Curriculum expectations

**A1.1** - Explore a variety of topics related to equity, diversity, and/or social justice... to identify topics for research and inquiry

**B1.1** - Explain how various aspects of identity... may be socially constructed and internalized

##### Possible activities

In groups, explore ways in which gender norms are created and perpetuated.

Discuss some ways in which aspects of social identity intersect and how this can contribute to a person's risk of experiencing sexual violence.\*

\* Educators may wish to incorporate the Nishnawbe Aski Nation Indigenous *Draw the Line* cards and/or the Egale *Draw the Line* cards against transphobic violence. Both are available at [www.draw-the-line.ca](http://www.draw-the-line.ca).



## Equity, Diversity, and Social Justice, HSE3E (Grade 11) [cont'd]

**B1.2** – Demonstrate an understanding of how a variety of factors... intersect in individuals to create diverse experiences of identity and social roles

**B1.3** – Explain positive and negative ways in which social norms can affect individuals

**B1.4** – Explain how biases and stereotypes, including those related to race, class, gender, and sexual orientation, are transmitted through the media and popular culture

**B2.1** – Explain how power and privilege operate in various Canadian social, economic, and political contexts

**B2.3** – Demonstrate an understanding of the difference between individual and systemic forms of discrimination and oppression

**B2.4** – Describe the effects of discrimination and oppression on individuals and groups

**B3.1** – describe ways in which one's personal choices or behaviour... can help empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts

Work in groups to create a presentation on how representations of gender in the media and popular culture can contribute to sexual violence.

Discuss how sexism can affect everyday interactions.

Identify some protections for women under the Ontario Human Rights Code.

Engage in role play about bystanders' ability to prevent sexual violence and harassment.

*See also Lesson Plan 1.*

## Equity and Social Justice: From Theory to Practice, HSE4M (Grade 12)

### Curriculum expectations

**B1.3** – Explain how individual and systemic factors... can cause or perpetuate inequity and social injustice

### Possible activities

Investigate how gender norms are created and perpetuated.

## Equity and Social Justice..., HSE4M (Grade 12) [cont'd]

**B2.1** – Analyse the dynamics of power relations and privilege in various social settings, both historical and contemporary

**B2.2** – Analyse the effects of bias, stereotypes, prejudice, discrimination, and oppression on individuals and groups

**B3.1** – Analyse stereotypes found in the media and popular culture, and assess their impact

**B3.3** – Demonstrate an understanding of various ways in which media and popular culture can be used to raise awareness of equity and social justice issues

**C1.2** – Analyse a broad range of current equity and social justice issues in Canada... with reference to the underlying social circumstances and potential strategies for addressing the issues

**C3.1** – Compare challenges facing various equity-seeking groups..., and describe some of the policies, strategies, and initiatives used by these groups to address their concerns

**D1.2** – Describe how education can help promote equity and social justice

**D1.3** – Analyse ways in which personal actions... can empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts

**D1.4** – Assess the effectiveness of various strategies that have been used, both historically and in the present day, to address equity and social justice issues

Create a presentation for the class on how intersecting aspects of social identity can contribute to a person's risk of experiencing sexual violence.\*

Analyse how gender stereotypes in media and popular culture can contribute to sexual violence.

Analyse how sexism impacts everyday interactions.

In groups, discuss the effectiveness of various initiatives used by groups to address gender-based violence.

Write an essay about the role of education in preventing sexual violence.

In groups, discuss the role of bystanders in specific situations involving gender-based violence.

\* Educators may wish to incorporate the Nishnawbe Aski Nation Indigenous *Draw the Line* cards and/or the Egale *Draw the Line* cards against transphobic violence. Both are available at [www.draw-the-line.ca](http://www.draw-the-line.ca).

## Family Studies

### Exploring Family Studies HIF1O/2O (Grade 9 or 10)

#### Curriculum expectations

**A1.1** – Explore a variety of topics related to individual and family needs and resources... to identify topics for research and inquiry

**A1.2** – Identify key concepts... related to their selected topics

**B2.1** – Describe various types of relationships in which adolescents are involved

**B2.2** – Describe the characteristics of healthy and unhealthy relationships

**B2.3** – Identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions

**C1.1** – Identify and use effective decision-making strategies... to make sound decisions related to their own well-being and that of their family

**C1.2** – Demonstrate individual and collaborative problem-solving skills that could be applied in situations involving family, peers, or members of the community

**D1.1** – Identify strategies and resources that individuals can use to improve and/or maintain their personal health and well-being

**D1.2** – Explain the importance of taking personal responsibility for maintaining their health and well-being

#### Possible activities

Discuss healthy and unhealthy relationships and the place of communication and consent in healthy relationships.

Conduct a research project on the resources available to help young people who are involved in unhealthy relationships.

Discuss the role of family members as bystanders with a responsibility to recognize unhealthy relationships and prevent sexual violence.

*See also Lesson Plan D.*

## Dynamics of Human Relationships, HHD3O (Grade 11)

### Curriculum expectations

**A1.1** - Explore a variety of topics related to healthy relationships ... to identify topics for research and inquiry

**C1.** - Demonstrate an understanding of the range of relationships people experience over a lifetime and of the differences between healthy and unhealthy relationships

**C2.** - Demonstrate an understanding of various social and cultural influences on relationships

**C3.** - Demonstrate an understanding of various dynamics and challenges that can affect relationships

**C4.** - Demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships

**D1.** - Demonstrate an understanding of the nature of individual rights and responsibilities in human interactions

**D2.** - Demonstrate an understanding of the extent of individual rights and responsibilities within the wider community

**E3.** - Demonstrate an understanding of effective strategies for resolving conflicts in human interactions

**E4.** - Analyse and assess social-action initiatives that support or contribute to healthy relationships and/or healthy communities, and design and implement an initiative of their own

### Possible activities

Conduct a research project about dating violence or about sexual exploitation and human trafficking in Canada.

Engage in group discussion about the development and application of communication skills and the concept of consent in the context of relationships.

Engage in group discussion or role play about possible bystander intervention in unhealthy relationships and instances of sexual exploitation.

*See also Lesson Plan I.*

## Working with Infants and Young Children, HPW3C (Grade 11)

### Curriculum expectations

**E2.1** – Demonstrate an understanding of factors that can lead to neglect or physical, sexual, or emotional abuse

**E2.2** – Identify indicators of neglect and physical, sexual, and emotional abuse

**E2.3** – Demonstrate an understanding that people who work with children have a duty to report and intervene in suspected cases of neglect and physical, sexual, and emotional abuse, and describe prescribed procedures for doing so

**E2.4** – Describe strategies early childhood educators can use to anticipate and prevent neglect and physical, sexual, and emotional abuse

**E3.4** – Describe strategies that can be used in early learning programs to challenge gender stereotypes

### Possible activities

Discuss how gender norms are learned at a young age and how we can promote greater flexibility with respect to such norms.

Analyse the *Draw the Line* scenarios for the elementary sector and how these can be used to help education children about sexual violence prevention.\*

## General Social Sciences

### Introduction to Anthropology, Psychology, and Sociology, HSP3U (Grade 11)

### Curriculum expectations

**B3.1** – Explain how culture produces diverse forms of human behaviour

**B3.2** – Explain ways in which culture is an agent of socialization

### Possible activities

Write a report on how representations of men and women in popular culture contribute to sexism and gender-based violence.

\* For the elementary scenarios, see [www.dtl.whiteribbon.ca](http://www.dtl.whiteribbon.ca).

## Introduction to Anthropology, Psychology, and Sociology, HSP3U (Grade 11) [cont'd]

**C2.2** – Explain, from a psychological perspective, ways in which context and the influence of other individuals can affect people’s emotional and behavioural responses

**C2.3** – Explain how diverse psychological factors... influence individual behaviour

**C3.1** – Identify and describe the role of socialization in the psychological development of the individual

**D2.1** – Explain, from a sociological perspective, how diverse factors... influence and shape individual and group behaviour

**D2.2** – Explain, from a sociological perspective, the relationship between prejudice and individual and systemic discrimination..., and describe their impacts on individuals and society

**D2.3** – Explain, from a sociological perspective, how diverse influences... shape social behaviour

**D3.3** – Evaluate the relative influence of primary agents of socialization... and secondary agents of socialization... on the socialization of the individual

Create a presentation for the class on intersectionality and sexual violence.

*See also Lesson Plan J.*

## Introduction to Anthropology, Psychology, and Sociology, HSP3C (Grade 11)

### Curriculum expectations

- B3.1** - Explain how culture produces diverse forms of human behaviour
- B3.2** - Describe ways in which culture is an agent of socialization
- C2.2** - Describe, from a psychological perspective, ways in which context and the influence of other individuals can affect people's emotional and behavioural responses
- C2.3** - Describe how diverse psychological factors ... influence individual behaviour
- C3.1** - Identify the role of socialization in the psychological development of the individual
- D2.2** - Explain the relationship between prejudice and individual and systemic discrimination..., and describe their impacts on individuals and society
- D2.3** - Describe, from a sociological perspective, ways in which diverse influences... shape social behaviour
- D3.3** - Compare the relative influence of primary agents of socialization... and secondary agents of socialization... on the socialization of the individual

### Possible activities

Create a web page on how representations of men and women in popular culture contribute to sexism and gender-based violence.

Create a poster illustrating how intersecting aspects of social identity can contribute to a person's risk of experiencing sexual violence.

*See also Lesson Plan J.*

> **SUBSCRIBE** to the *Draw the Line* Educators' Newsletter to learn more about new resources, professional development workshops in your regions, and the Draw the Line Sexual Violence Prevention Awards  
<http://eepurl.com/cWEBW9>



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